

R E P O R T R E S U M E S

ED 017 164

EM 005 608

USAGE AND UTILIZATION OF SCHOOL TELEVISION--1966-67. BASED
UPON THE ETV SCHOOL CANVAS FOR OVERALL PROJECT EVALUATION.
HAWAII STATE DEPT. OF EDUCATION, HONOLULU

PUB DATE OCT 67

EDRS PRICE MF-\$0.25 HC-\$1.68 40P.

DESCRIPTORS- #EDUCATIONAL TELEVISION, #EVALUATION,
#INTERVIEWS, #PUBLIC SCHOOLS, #EQUIPMENT UTILIZATION, STATE
SURVEYS, QUESTIONNAIRES, EQUIPMENT EVALUATION, ATTITUDES,
SCHOOL PERSONNEL,

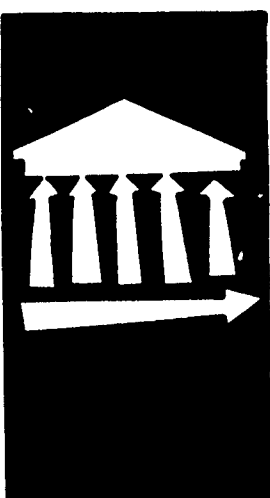
DATA FOR THIS DESCRIPTION OF EDUCATIONAL TELEVISION USE
IN HAWAII PUBLIC SCHOOLS WAS COLLECTED BY QUESTIONNAIRES
ADMINISTERED DURING PERSONAL INTERVIEWS WITH THE PRINCIPAL
AND EDUCATIONAL TV COORDINATOR AT EACH SCHOOL. USE OF TV WAS
REPORTED TO BE MORE THAN DOUBLE THE NATIONAL AVERAGE. (LH)

ED017164

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

USAGE AND UTILIZATION OF SCHOOL TELEVISION: 1966-67
Based upon the ETV
SCHOOL CANVAS FOR OVERALL PROJECT EVALUATION



STATE OF HAWAII
Department of Education
October, 1967

STATE OF HAWAII BOARD OF EDUCATION

1966-70

Dr. Richard E. Ando (Chairman), Honolulu
Rev. Robert C. Loveless (Vice Chairman), Oahu At-Large
Mr. George S. Adachi, Leeward Oahu
Mr. John B. Connell, Windward Oahu
Mr. Ronald Harker, Kauai
Mr. Eugene Harrison, Central Oahu
Mr. Edwin H. Honda, Oahu At-Large
Mrs. Myrtle K. Kaapu, Oahu At-Large
Mr. Kiyoto Tsubaki, Maui
Mrs. Ruth Tabrah, Hawaii
Mr. Hiroshi Yamashita, Hawaii

Mr. Ralph H. Kiyosaki
Superintendent of Education

OFFICE OF INSTRUCTIONAL SERVICES

Dr. C. Richard MacNair
Assistant Superintendent

EDUCATIONAL TELEVISION BRANCH

Dr. Donald N. Wood, Director
Mr. Wesley H. Sakai, Program Specialist
Mrs. Gilda Benstead, Curriculum Specialist

TABLE OF CONTENTS

	Page
INTRODUCTION	1
SECTION I. Quantity of Usage of ETV in Hawaii Public Schools	3
Class-Series Units	
Classroom Teachers Involved	
Students Using School TV	
SECTION II. Related Utilization Patterns and Concerns	9
Viewing Patterns	
Initial Evaluation of Twelve In-School Series	
Programming Needs	
Classroom Teachers' Guides	
SECTION III. Preparation and Experience of Teachers and Coordinators . .	16
Teacher Background and Media Experience	
Status of ETV Coordinators	
SECTION IV. Reception Facilities: Status and Future Needs	22
Present Equipment	
Quality of Reception	
Projected Needs	
SECTION V. Miscellaneous Concerns and Other Items	26
Communications Concerns	
School/District/State Relations	
Initial Reactions to ETV	
Scheduling Problems	
Other Reactions and Concerns	
APPENDIX: SCOPE Interviewer Questionnaire	30

LIST OF TABLES

Table		Page
1	Classes Using In-School ETV Series--by District	3
2	Classes Using In-School ETV Series--by Grade Level	5
3	Number of Students Viewing Each In-School ETV Series	6
4	Total Number of Teachers Using ETV in Their Instructional Programs	6
5	Total Number of Students Using ETV in Instructional Programs	7
6	Total Number of Teachers in ETV Coverage Area and Percentages Using Television in Their Classrooms	7
7	Average ETV Usage Among All Classroom Teachers and Among Only Teachers Using Television in Their Classrooms	8
8	Utilization Patterns: Types of Viewing Conditions Reported	10
9	Initial Evaluation of Twelve In-School Series	11
10	Subject Area Needs for In-School Programming	12
11	In-Service Programming Needs	13
12	Total Number of Classroom Teachers' Guides Reported on Hand	14
13	Total Number of Classroom Teachers' Guides Needed for 1967-68	14
14	Comparison of Quantities of Guides Requested and Actually Ordered	15
15	Number of Teachers Who Have Used Television Previously	16
16	Media Utilization Training of Classroom Teachers Using ETV: Total Number	16
17	Media Utilization Training of Classroom Teachers Using ETV: Category of Training	17
18	Method of Selection of Classroom Teachers to Participate in ETV Viewing	18
19	Amount of Time ETV Coordinators Devoted to ETV Concerns Weekly	18
20	Amount of Time ETV Coordinators Ideally Should Have to Devote to ETV Concerns	19

Table**Page**

21	Reactions to the Proposal for a Full-Time Educational Media Coordinator (Specialist)	19
22	Status of ETV Coordinators	20
23	Other Duties Assigned to ETV Coordinators	21
24	Number of Schools Equipped with Master Antenna Systems	22
25	Number of Schools Equipped with Indoor Antennas	22
26	Quantity and Source of Equipment Furnished to Schools	23
27	Reported Quality of Reception	24
28	Projected Needs: Requested Receivers and Stands	25
29	Reactions to Communications Concerns	26
30	Reactions to School/District/State Relations	27
31	Overall Teacher Reactions to ETV	27
32	Overall Parent/Community Reactions to ETV	27
33	Reactions to ETV Scheduling Problems	28
34	Other Reactions and Areas of Concern	29

INTRODUCTION

This report is a summary of the data collected by the ETV Branch during the 1966-67 school year in its School Canvas for Overall Project Evaluation (SCOPE) survey.

Information for this report was collected by personal visits by the ETV staff (and some follow-up questionnaires) to 147 schools in the Honolulu, Central, Leeward, Windward, and Maui Districts. This survey covered every public school in the five districts with the following exceptions: seven special schools; new schools which were not equipped for television reception at the beginning of the 1966-67 school year; and five schools in geographic areas where ETV reception was not possible during 1966-67 (Waialua, Waialua High, Haleiwa, Hana, and Keanae). (Although some schools on the Big Island and on Kauai made some use of School TV during 1966-67, no attempt was made to include them in this SCOPE survey.)

For the most part, data for this report were collected during November and December, 1966, and January, 1967. However, information from a few schools was not finally collected and compiled until June, 1967. Therefore, this report generally reflects the status of ETV usage near the end of the first semester.

Information for this report was obtained during a personal interview (usually 60 to 90 minutes long) with the principal and ETV coordinator at each school. The Appendix includes a copy of the five-page "interviewer questionnaire" which was used by the ETV staff members in conducting these interviews.

For the purposes of this survey, the following classification of schools was used: "elementary schools" encompassed all schools which included any elementary grades (e.g., elementary-intermediate and elementary-high school); "intermediate schools" referred to those which started at grades 7 or 8 (including intermediate-high school); and "high schools" included only those which were exclusively senior high schools. To use any other breakdown would inflate the reported usage of School TV at the secondary level.

It should be noted that not all data included on the SCOPE interviewer questionnaires have been tabulated and reported. Some questions proved to be redundant, and the replies to some items were too incomplete.

In general the enclosed tables report only raw data. A few analyses and comparisons have been included. But many more detailed and sophisticated comparisons and results could be drawn from these data. An objective evaluation of this SCOPE survey might reveal that more information was collected than could be effectively assimilated and analyzed within a limited period of time. However, much of this information may prove to be of value in the future.

It must also be stressed that some of the information collected is less than 100 percent accurate. Some of the replies to individual questions were obtained without adequate time to collect accurate data and re-check

figures; approximations were given in a few instances. Some of these instances are pointed out in the following discussion--where the ETV Branch has been able to verify and compare information from its own records. However, for the most part, the results of this survey can be accepted as a fairly reliable report on the extent of usage and as an indication of utilization during the first year of in-school telecasting over the Hawaii Educational Television Network.

SECTION I

QUANTITY OF USAGE OF ETV IN HAWAII PUBLIC SCHOOLS

The first section of this report is concerned with the actual amount of usage of ETV in the public schools--the extent to which classroom teachers integrated School TV into their regular instructional programs.

In Table 1, the total usage for each of the twelve in-school series has been tabulated--by districts. The total of 3,153 classes, of course, represents many duplications, i.e., one class using more than one series. The figure of 3,153 is the total number of class uses of television. We are using the term "class-series units" to represent this total number of class uses. A class-series unit equals one class viewing one series.

Therefore, if one class watches three series, this is equal to three class-series units. Similarly, two classes viewing the same series equals two class-series units.

TABLE 1

CLASSES USING IN-SCHOOL ETV SERIES--BY DISTRICT

Series	Honolulu	Central	Leeward	Windward	Maui	Total
Talking Time	271	126	115	62	71	645
All About You	128	55	56	47	42	328
Singing, Listening, Doing	163	76	63	29	52	383
Wonderful World of Science	125	64	54	32	42	317
Ka Lima Hana	123	54	37	32	44	290
Parlons Francais	33	12	2	10	5	62
Strings and Things	117	42	28	18	18	223
Hawaii: Today & Yesterday	158	59	50	52	41	360
Americans All	90	55	28	32	34	239
Hana No'Eau	86	46	20	21	17	190
Space Age Science	25	19	7	13	31	95
Franklin to Frost	6	1	1	2	11	21
Total	1,325	609	461	350	408	3,153

Table 2 breaks down the same total of 3,153 class-series units by grade level. For the purposes of this tabulation, all combined classes (1-2, 3-4, 5-6, etc.) were averaged and added to individual grade levels; e.g., if four 3-4 classes reported using a given series, this was tabulated as two third grade classes and two fourth grade classes. Under "non-graded" we have placed all classes so labeled, as well as those that had designated

three or more grade levels, as one class (e.g., 1-3, 4-6). The "special" category includes all mentally retarded and academically gifted groups, as well as any others designated, as "special." The "N.I." column includes all class-series units for which grade levels were "not indicated."

Two results are apparent from Table 2: (1) The intended emphasis at the elementary level was fairly evenly spread, with every level from K to 6 having over 300 classes involved in School Television. (2) There was a wide range of grade levels using each series, with every series being viewed to some extent by at least four grade levels. But the heaviest usage for each course was at the grade level for which the series was primarily designed.

Data for Tables 1-3 were collected from Question D on the SCOPE interviewer questionnaire.

The total number of students viewing each series--indicated in Table 3--was obtained by multiplying the total number of classes using each series by the approximate number of students in each class. The average student-teacher ratios for the grade levels were based upon statistics furnished by the Office of Research.

As with the figures indicating "class-series units," it should be pointed out that the total of 82,394 equals the number of student uses of School TV. This number is higher than the total of students actually using television.

The data for Tables 4 to 7 were based upon replies to Question K-1. The total of 2,303 indicated in Table 4 represents the actual number of teachers who were involved in utilizing ETV in their instructional programs during 1966-67.

The figure of 60,462 students represents the actual number of students who received part of their regular instruction from television last year. The totals for each grade level, by district, were obtained using the average class sizes furnished by the Office of Research. This total reflects no duplication of student uses; compare Table 5 with Table 3.

Table 6 compares the number of teachers using School TV (see Table 4) with the total number of teachers at each school level in each district. The total number of teachers in each category was obtained from information provided by the principal of each school; this information coincides very closely with the number of teachers as reported in state records. The total number of teachers reported by the 147 individual schools is 5,248; another 97 teachers are accounted for by the five schools not included in the survey (see Introduction); this would equal a reported total of 5,345 teachers. The Office of Research reports that there were a total of 5,348 teachers on Oahu and Maui in March, 1967.

The significant result, apparent in Table 6, is that a total of 44 percent of the teachers at all levels used School TV in their instructional programs last year. A 1966-67 nationwide survey by the National Center for School and College Television revealed that the national average of teachers using television (in comparable areas where a good ETV signal was available)

TABLE 2

CLASSES USING IN-SCHOOL ETV SERIES--BY GRADE LEVEL

Series	K	1	2	3	4	5	6	7	8	9	10	11	12	Non-Graded	Spe- cial	N.I.	Total
Talking Time	287	220	56	6										12	16	48	645
All About You		126	147	12	3									4	8	28	328
Singing, Listening, Doing	49	91	153	45	7	1	1							2	7	27	383
Wonderful World of Science			1	255	17	6	3	1						9	7	18	317
Ka Lima Hana					130	119	9	5						6	5	16	290
Parlons Francais					16	15	11	3	3	5	1		1			7	62
Strings and Things			1		74	67	57	1						2	6	15	223
Hawaii: Today & Yesterday				1	231	21	10	57	3	2	1		1	11	5	17	360
Americans All					9	132	25	4	41			3	1	1	4	19	239
Hana No'Eau					1	6	164	2	4					2	2	9	190
Space Age Science					1	8	36	17	18	2	1	2			1	9	95
Franklin to Frost							2	1	4	1	2	9	1		1		21
Total	336	437	358	319	489	375	318	91	73	10	5	15	3	49	62	213	3,153

TABLE 3

NUMBER OF STUDENTS VIEWING EACH IN-SCHOOL ETV SERIES

Series	Number of Classes	Number of Students
Talking Time	645	16,770
All About You	328	8,528
Singing, Listening, Doing	383	9,958
Wonderful World of Science	317	8,242
Ka Lima Hana	290	7,540
Parlons Francais	62	1,612
Strings and Things	223	5,798
Hawaii: Today & Yesterday	360	9,540
Americans All	239	6,334
Hana No'Eau	190	4,940
Space Age Science	95	2,565
Franklin to Frost	21	567
Total	3,153	82,394

TABLE 4

TOTAL NUMBER OF TEACHERS USING ETV
IN THEIR INSTRUCTIONAL PROGRAMS

District	Elementary	Intermediate	High School	Total
Honolulu	905	59	17	981
Central	430	15	. .	445
Leeward	336	8	4	348
Windward	247	11	23	281
Maui	233	. .	15	248
Total	2,151	93	59	2,303

TABLE 5

TOTAL NUMBER OF STUDENTS USING ETV
IN INSTRUCTIONAL PROGRAMS

District	Elementary	Intermediate	High School	Total
Honolulu	23,349	1,676	466	25,491
Central	11,954	414	0	12,368
Leeward	9,072	210	109	9,391
Windward	6,521	312	584	7,417
Maui	5,429	0	366	5,795
Total	56,325	2,612	1,525	60,462

was 19 percent. Therefore, the usage of television in Hawaii public schools is more than double the national average!

TABLE 6

TOTAL NUMBER OF TEACHERS IN ETV COVERAGE AREA AND PERCENTAGES
USING TELEVISION IN THEIR CLASSROOMS

	Honolulu	Central	Leeward	Windward	Maui	<u>Total</u> Composite Percentage
<u>Elementary</u>						
Number of Teachers	1,126	654	592	628	327	3,327
Teachers Using TV	905	430	336	247	233	2,151
Percentage of Teachers Using TV	80%	66%	57%	39%	71%	65%
<u>Intermediate</u>						
Number of Teachers	439	141	94	115	0	789
Teachers Using TV	59	15	8	11	0	93
Percentage of Teachers Using TV	13%	11%	9%	10%	..	12%

TABLE 6--Continued

	Honolulu	Central	Leeward	Windward	Maui	<u>Total</u> Composite Percentage
<u>High School</u>						
Number of Teachers	472	209	191	137	123	1,132
Teachers Using TV	17	0	4	23	15	59
Percentage of Teachers Using TV	4%	0%	2%	17%	12%	5%
<u>Total</u>						
Total Teachers	2,037	1,004	877	880	450	5,248
Total Teachers Using TV	981	445	348	281	248	2,303
Composite Percentage of Teachers Using TV	48%	44%	40%	32%	55%	44%

In Table 7, the 3,153 class-series units have been analyzed in relation to the total number of teachers and the total number of teachers using television. From these data it can be seen that .6 in-school ETV series were used, on the average, for every teacher on Oahu and Maui. Among the teachers actually using television, each teacher used an average of 1.37 in-school series.

TABLE 7

AVERAGE ETV USAGE AMONG ALL CLASSROOM TEACHERS
AND AMONG ONLY TEACHERS USING TELEVISION
IN THEIR CLASSROOMS

	Honolulu	Central	Leeward	Windward	Maui	<u>Total</u> (Composite Averages)
Total Number of Teachers	2,037	1,004	877	880	450	5,248
Teachers Using ETV	981	445	348	281	248	2,303
Class-series Units	1,325	609	461	350	408	3,153
Average Usage per Teacher	.65	.61	.53	.40	.91	.60
Average Usage per Teacher Using TV	1.35	1.37	1.32	1.25	1.65	1.37

SECTION II

RELATED UTILIZATION PATTERNS AND CONCERNS

In this report the term "usage" is used as a measure of quantity--the number of teachers using television. The term "utilization" is used as an indication of quality--the degree of effectiveness of the use of television in the classroom. It is, of course, much easier to measure the quantity of usage than it is to measure the quality of utilization.

One indication of the level of utilization is given in Table 8. These data are from Question E-2 on the SCOPE interviewer questionnaire, which indicates the viewing conditions under which television is used in the classrooms.

The basic assumption underlying this question is that the most ideal viewing and utilization pattern is where the class remains in its own classroom and views the telelesson as a single class. Whenever the class is moved or wherever classes are doubled up to view a lesson, potential disruptions in the learning situation are introduced. As shown in Table 8, only 1,005 classes out of the 3,054 class-series units reported--less than one-third of those replying--indicated a situation where the class remained in its own classroom without doubling up with another class.

Table 9 is an indication of early reactions to the twelve in-school series offered during 1966-67. A more detailed report, based upon an analysis of the individual telelesson evaluation sheets turned in by classroom teachers for each series, is being prepared.

The replies tabulated in Tables 10 and 11 are difficult to analyze and catalog. There was little consistency in the replies received as the questions from which the information was derived (Questions H and J in the SCOPE forms) were open-ended. Many schools did not reply at all, while others gave multiple responses. There is no way to equitably assign weights to the various replies. These two tables are just attempts to categorize the responses by subject areas. A further tabulation of total responses in each academic area (e.g., 168 responses in Language Arts) may be a stronger indication of programming needs.

Table 12 presents an interesting check on the reliability of some of the information obtained in the SCOPE survey. Respondents reported that a total of approximately 2,700 classroom teachers' guides were accounted for in the schools. Actually a total of 4,100 guides had been printed and/or purchased by the beginning of the school year. Excluding those copies sent to state and district offices, private schools, Kauai, other individuals, and reserved for supplemental distribution, approximately 3,000 to 3,200 copies should have been in the schools surveyed. It is interesting to compare, however, the number of guides on hand (Table 12) with the number of classes using each series (Table 1).

TABLE 8

UTILIZATION PATTERNS: TYPES OF VIEWING CONDITIONS REPORTED

Pattern	Honolulu	Central	Leeward	Windward	Maui	Total
Regular Classroom	439	202	112	132	120	1,005
Doubled into Classroom	370	270	316	88	171	1,215
Expanded Large-Group Classroom	7	38	19	17	37	118
Other Viewing (single Classroom class)	90	39	1	59	10	199
Cafetorium: Single Class	49	12	. .	. .	11	72
Cafetorium: Multiple Classes	227	10	12	10	44	303
AV Room: Single Class	6	15	. .	3	. .	24
AV Room: Multiple Classes	64	5	. .	10	2	81
Other	8	4	. .	13	12	37
Total	1,260	595	460	331	407	3,054

Schools were also asked to indicate the number of guides they would need for 1967-68 (Question G on the SCOPE form). These replies are indicated in Table 13.

Table 14 compares the estimated need for 1967-68 guides made by each school in December or January with actual orders and deliveries subsequently made. At the time of the SCOPE survey, schools indicated they would need a total of 5,141 guides for the current school year. This figure includes both revised copies of local guides (which were completely reprinted and distributed) and additional needed copies of mainland guides. However, in April, 1967, a total of 6,727 copies were ordered (this figure also includes schools on Kauai and Hawaii). But by September, 1967, additional orders had increased the total number of guides delivered to schools (for eleven series--Parlons Français having been deleted from the schedule) to 7,281.

TABLE 9
INITIAL EVALUATION OF TWELVE IN-SCHOOL SERIES

Series	Excel- lent	Very Good	Good	Fair	Poor	Total Replies
Talking Time	41	85	82	42	1	251
All About You	48	63	44	8	. .	163
Singing, Listening, Doing	28	79	55	16	. .	178
Wonderful World of Science	30	56	62	17	6	171
Ka Lima Hana	11	50	58	12	6	137
Parlons Francais	13	8	15	. .	. .	36
Strings and Things	34	46	38	5	. .	123
Hawaii: Today & Yesterday	29	49	66	22	6	172
Americans All	17	37	41	19	2	116
Hana No'Eau	12	34	41	18	4	109
Space Age Science	9	18	11	2	1	41
Franklin to Frost	3	6	6	. .	. .	15
Total	275	531	519	161	26	1,512

(Including guides for the additional series added to the broadcast schedule for 1967-68, a total of over 11,500 classroom teachers' guides had been distributed by September, 1967!)

TABLE 10

SUBJECT AREA NEEDS FOR IN-SCHOOL PROGRAMMING

Subject Area	Elementary	Intermediate	High School	Total
Science	154	14	6	174
Mathematics	73	11	3	87
Social Studies (General)	83	19	7	109
History	2	..	3	5
Senior Problems	..	..	2	2
Language Arts/English (General)	53	19	4	76
Reading	10	4	3	17
Literature	8	4	3	15
Speech	24	6	2	32
Dramatics	24	3	1	28
Library Skills	1	..	..	1
Foreign Languages	8	1	1	10
Art	59	3	1	63
Music	55	2	..	57
PE/Health	44	5	..	49
Industrial Arts	2	2	3	7
Home Economics	..	1	1	2
Business Education	2	..	2	4
Agriculture	..	..	1	1
Driver Training	..	..	1	1
Guidance	2	..	..	2
Total	604	94	44	742

TABLE 11
IN-SERVICE PROGRAMMING NEEDS

In-Service Area	Honolulu	Central	Leeward	Windward	Maui	Total
General: Administration and Curriculum	5	1	..	1	5	12
Teaching Methods	11	8	5	3	..	27
ETV Utilization	..	2	1	1	2	6
AV Utilization	4	2	1	2	..	9
Guidance	10	5	1	5	3	24
Science	13	3	1	7	3	27
Mathematics	13	2	3	6	2	26
Social Studies	15	4	..	3	..	22
History	1	..	..	..	..	1
Language Arts	8	5	1	5	2	21
Linguistics	4	..	..	..	2	6
Reading	10	1	2	..	5	18
Speech	3	..	..	..	2	5
Dramatics	7	1	1	..	..	9
Special Foreign Languages	4	..	..	1	..	5
Art	9	4	2	4	3	22
Music	8	2	4	4	3	21
PE/Health	6	..	..	4	1	11
Industrial Arts	1	..	..	1	..	2
Home Economics	1	..	..	1	..	2
"For Credit"	10	..	..	9	11	30
Total	143	40	22	57	44	306

TABLE 12

TOTAL NUMBER OF CLASSROOM TEACHERS' GUIDES REPORTED ON HAND

Guide	Honolulu	Central	Leeward	Windward	Maui	Total
Talking Time	156	59	64	34	35	348
All About You	131	55	37	28	40	291
Singing, Listening, Doing	89	51	29	31	33	233
Wonderful World of Science	133	57	45	33	43	311
Ka Lima Hana	134	53	38	32	35	292
Parlons Francais	45	15	9	27	32	128
Strings and Things	98	37	36	30	35	236
Hawaii: Today & Yesterday	95	47	30	29	39	240
Americans All	110	44	25	36	37	252
Hana No'Eau	95	42	34	31	40	242
Space Age Science	24	17	6	14	30	91
Franklin to Frost	7	5	4	8	10	34
Total	1,117	482	357	333	409	2,698

TABLE 13

TOTAL NUMBER OF CLASSROOM TEACHERS' GUIDES
NEEDED FOR 1967-68

Guide	Honolulu	Central	Leeward	Windward	Maui	Total
Talking Time	260	125	162	61	59	667
All About You	186	88	119	68	62	523
Singing, Listening, Doing	204	116	124	58	62	564
Wonderful World of Science	174	71	113	64	68	490
Ka Lima Hana	161	84	99	60	57	461
Parlons Francais	72	25	48	43	46	234
Strings and Things	183	90	107	62	61	503
Hawaii: Today & Yesterday	200	85	93	69	69	516
Americans All	154	74	95	69	68	460
Hana No'Eau	151	63	81	60	66	421
Space Age Science	67	27	19	40	57	210
Franklin to Frost	32	6	4	24	26	92
Total	1,844	854	1,064	678	701	5,141

TABLE 14

COMPARISON OF QUANTITIES OF GUIDES
REQUESTED AND ACTUALLY ORDERED

Guide	Number Requested in SCOPE Survey (Dec. '66)	Number Ordered in April, 1967	Number Actually Delivered by 9/67
Talking Time	667	1,003	1,036
All About You	523	486 *	589
Singing, Listening, Doing	564	508 *	594
Wonderful World of Science	490	727	752
Ka Lima Hana	461	741	786
Parlons Francais	234	. .	. .
Strings and Things	503	709	771
Hawaii: Today & Yesterday	516	818	866
Americans All	460	429 *	491
Hana No'Eau	421	657	682
Space Age Science	210	364 *	411
Franklin to Frost	92	285 *	303
Total	5,141	6,727	7,281

* Indicates mainland series for which only additional guides were ordered.

SECTION III

PREPARATION AND EXPERIENCE OF TEACHERS AND COORDINATORS

A substantial portion of the SCOPE survey (Questions K and L--with several sub-questions) was devoted to ascertaining the background and experience of classroom teachers using School TV, academic training in media utilization, and the status of school ETV coordinators.

Table 15 indicates that (as would be expected) only a handful of teachers (presumably those who had recently come from the mainland) had had previous experience utilizing ETV in their classrooms.

TABLE 15

NUMBER OF TEACHERS WHO HAVE USED TELEVISION PREVIOUSLY

District	Elementary	Intermediate	High School	Total
Honolulu	18	..	1	19
Central	22	1	..	23
Leeward	1	..	..	1
Windward	10	..	6	16
Maui	4	..	..	4
Total	55	1	7	63

Table 16 indicates, however, that a total of 916 teachers (out of the 2,303 who were using ETV in 1966-67) had received some training or in-service education in the utilization of media.

TABLE 16

MEDIA UTILIZATION TRAINING OF CLASSROOM TEACHERS USING ETV: TOTAL NUMBER

	Honolulu	Central	Leeward	Windward	Maui	Total
Total Number of Teachers Who Have Had Training in Media Utilization	348	229	106	135	98	916

Analyzing the type of in-service training and education in media utilization that teachers reported, Table 17 indicates that the largest academic media course taken by teachers using television is the basic audio-visual course offered by the University of Hawaii; the largest source of in-service education specifically dealing with utilization of television was the Teaching with Television series offered over Channel 11. No totals (vertically) are indicated because many teachers participated in more than one form of pre-service or in-service education in media utilization.

TABLE 17

MEDIA UTILIZATION TRAINING OF CLASSROOM TEACHERS
USING ETV: CATEGORY OF TRAINING

	Honolulu	Central	Leeward	Windward	Maui	Total
UH ETV Course (634)	25	16	5	4	2	52
Other (Mainland) College ETV Course	12	10	7	. .	5	34
UH AV Course (514)	144	109	45	51	5	354
Other (Mainland) College AV Course	11	19	14	3	3	50
Non-broadcast DOE In-service ETV Workshop	66	43	8	16	59	192
"Teaching with Television" series	258	88	95	39	33	513
Other ETV Credit Workshop	23	17	6	12	. .	58

Most of the remaining items in this section were open-ended questions on the SCOPE form. Table 18 is a compilation of replies to the questions, "How were teachers involved in early ETV planning? How were classroom ETV teachers selected?" The responses have been classified in several categories in the Table. The interesting conclusion here is that, by and large, the teachers themselves--either in meetings or by individual requests--played a large role in selecting which teachers were to use which series. There was little indication of arbitrary administrative decisions to determine who could use which series.

TABLE 18

METHOD OF SELECTION OF CLASSROOM TEACHERS
TO PARTICIPATE IN ETV VIEWING

Category of Reply	Honolulu	Central	Leeward	Windward	Maui	Total
Faculty Meetings, Grade Level Meetings, AV/ETV Committee	24	18	11	19	14	86
Teacher Request, "Voluntary," "Enthusiasm & Interest"	20	12	10	1	11	54
Scheduling and Administrative Convenience. Dictated by Programs and Subject Areas	2	4	. .	1	3	10
Administrative Decision	1	1	2	. .	. .	4
ETV Coordinator Decision	1	8	2	2	1	14

Tables 19 through 23 pertain to the status of the ETV coordinator at the school level. Table 19 indicates that the median amount of time devoted to ETV concerns by the coordinator at each school is about $1\frac{1}{2}$ hours per week.

TABLE 19

AMOUNT OF TIME ETV COORDINATORS DEVOTED
TO ETV CONCERNS WEEKLY

Hours Per Week	Honolulu	Central	Leeward	Windward	Maui	Total
"Minimal"	7	4	1	5	1	18
0 - $\frac{1}{2}$	2	2	2	. .	. .	6
1 - $1\frac{1}{2}$	12	9	5	6	5	37
2 - 3	12	7	5	7	3	33
4 - 5	6	1	2	1	5	15
6 - 10	1	. .	. .	. .	1	2
Over 11	1	. .	. .	. .	. .	1

As indicated in Table 20, however, it was felt that much more time probably should be devoted to ETV concerns. The 53 replies in the "I don't know" category may be significant.

TABLE 20

AMOUNT OF TIME ETV COORDINATORS IDEALLY SHOULD
HAVE TO DEVOTE TO ETV CONCERNS

Hours Per Week	Honolulu	Central	Leeward	Windward	Maui	Total
1 - 5	15	19	14	3	..	51
6 - 10	5	2	..	..	2	9
11 - 20	2	..	..	1	1	4
21 - 35	..	..	..	..	1	1
Full-Time	4	..	..	7	1	12
"Don't Know"	23	5	1	7	17	53

In answering the specific inquiry, however, "Would your school be able to justify a full-time ETV-AV Coordinator (Educational Media Coordinator)?" the overwhelming majority replied affirmatively. This response, indicated in Table 21, was based upon the proposal and subsequent discussion during 1966-67 for the establishment of a full-time Educational Media Specialist at every large school.

TABLE 21

REACTIONS TO THE PROPOSAL FOR A FULL-TIME EDUCATIONAL
MEDIA COORDINATOR (SPECIALIST)

Response	Honolulu	Central	Leeward	Windward	Maui	Total
No	3	1	..	1	3	8
Yes/Full-Time	42	19	16	20	7	104
Yes/Half-Time	8	6	..	2	6	22
Total Responses	53	26	16	23	16	134

The final two tables in this section relate to the present status of the school ETV coordinator. Table 22 reveals that only seven coordinators have released time for their ETV responsibilities with no other assignments.

TABLE 22
STATUS OF ETV COORDINATORS

Status	Honolulu	Central	Leeward	Windward	Maui	Total
No Released Time Has Other Duties	19	5	4	5	6	39
No Released Time No Other Duties	8	3	1	3	1	16
Has Released Time Has Other Duties	19	17	6	6	15	63
Has Released Time No Other Duties	3	1	1	2	. .	7
Total	49	26	12	16	22	125

In Table 23, an analysis of the additional assignments handled by ETV coordinators is outlined. Of the seventy coordinators who reported having some released time, several are administrative positions; others handle such assignments as off-ratio teacher, grade-level chairman, department chairman, etc.

Close to one-third of the ETV coordinators also serve as AV coordinators.

An earlier survey--of the teachers who participated in the 1966 N.D.E.A. Educational Media Institute at the University of Hawaii--revealed that the 43 participants had a total of 131 special assignments in addition to their full-time teaching responsibilities. This supports the frequent comment from ETV coordinators that they cannot find enough time to handle adequately all of their extra assignments.

TABLE 23

OTHER DUTIES ASSIGNED TO ETV COORDINATORS

Other Duties	Coordinators With Released Time	Coordinators Without Released Time	Total
Principal	1	..	1
Vice-Principal	12	..	12
Librarian	8	..	8
Off-Ratio Teacher	4	..	4
AV Coordinator	36	17	53
Grade-Level Chairman	13	12	25
Department Chairman	4	..	4
Miscellaneous Committees	10	14	24
J.P.O. Supervisor	4	1	5
Yard Duty	15	13	28
Beginning Teachers Supervisor	1	..	1
Testing Coordinator	1	..	1
Total Assignments (N=125)	109	57	166

SECTION IV

RECEPTION FACILITIES: STATUS AND FUTURE NEEDS

This section is concerned with the status of reception facilities, and with future equipment needs. All information was compiled from the first page of the SCOPE form. Tables 24 and 25 indicate the number of schools equipped with master antenna systems (91) and the number of schools equipped only with indoor ("rabbit ears") antennas (56). These figures correspond with the ETV Branch records. As would be anticipated, the heavy concentration of schools equipped with indoor antennas is in the Honolulu District--where the ETV signals are the strongest. The other districts must rely more heavily upon master antenna systems.

TABLE 24

NUMBER OF SCHOOLS EQUIPPED WITH
MASTER ANTENNA SYSTEMS

District	Honolulu	Central	Leeward	Windward	Maui	Total
Elementary	13	16	14	20	9	72
Intermediate	2	2	2	2	..	8
High School	..	3	3	2	3	11
Total	15	21	19	24	12	91

TABLE 25

NUMBER OF SCHOOLS EQUIPPED
WITH INDOOR ANTENNAS

District	Honolulu	Central	Leeward	Windward	Maui	Total
Elementary	27	4	1	..	8	40
Intermediate	7	1	1	..	1	10
High School	5	..	..	..	1	6
Total	39	5	2	..	10	56

In reporting the actual numbers of individual equipment items in the schools, however, there is a slight discrepancy between what the schools reported, in Table 26, and what the ETV Branch records indicate. Whereas the schools reported a total of 608 receivers furnished by the DOE (ETV Branch), actually 632 sets had been distributed to public schools on Oahu and Maui. And where the schools indicated that 148 receivers had been furnished from other sources (purchased through ESEA, Title I, and donated from community sources--P.T.A.'s and service organizations), other information has revealed that a total of 193 sets have been placed in schools through non-ETV Branch funds. Thus, while a total of 756 receivers were reported, the actual total is closer to 825 sets.

TABLE 26

QUANTITY AND SOURCE OF EQUIPMENT FURNISHED TO SCHOOLS

Item of Equipment	Furnished by DOE	Title I Funds	Other (Outside Sources)	Total
Outside Antennas	120	.	5	125
Rooms Wired	576	34	37	647
Indoor Antennas	233	10	34	277
Receivers	608	59	89	756
Stands	539	56	40	635
Portable Video Recorders	3	2	2	7

Table 27 is a rather subjective evaluation of reception quality. It is difficult to establish absolute standards and criteria by which the quality of a television signal can be determined by school personnel. However, this information is valuable in verifying or contradicting other reports of reception quality. The one anticipated finding of these data is that, in general, better reception is reported by schools having master antenna systems than by those relying upon indoor antennas. Reports of "poor" and "fair" reception quality are being investigated.

The information reported in Table 28 was an attempt to obtain realistic estimates of needs (for receivers and stands) from the schools. The first column represents the "realistic minimum" number of additional receivers that schools would need for 1967-68. Columns 2, 3, and 4 represent the ideal total (not additional) number of receivers and stands that schools would like to have by each of the years indicated.

TABLE 27
REPORTED QUALITY OF RECEPTION

ANTENNA SYSTEMS

District (Channel)	Excellent	Very Good	Good	Fair	Poor
Honolulu (11)	1	6	3	4	1
Central (11)	..	9	10	3	..
Leeward (11)	4	9	4	1	..
Windward (11)	1	5	4	1	1
Windward (10)	..	4	6	1	..
Maui (11)	..	3	1	..	..
Maui (10)	..	4	3	..	1
Total	6	40	31	10	3

INDOOR ANTENNAS

District (Channel)	Excellent	Very Good	Good	Fair	Poor
Honolulu (11)	2	12	12	12	..
Central (11)	1	3	..	..	..
Leeward (11)	..	2	1	..	..
Windward (11)	..	..	..	..	..
Windward (10)	..	..	..	..	..
Maui (11)	..	1	..	..	..
Maui (10)	..	2	4	3	..
Total	3	20	17	15	0

TABLE 28

PROJECTED NEEDS: REQUESTED RECEIVERS AND STANDS

District	Realistic Request for 1967-68	Ideal Total for 1967-68*	Ideal Total for 1968-69*	Ideal Total by 1971-72*
Honolulu	318	771	1,055	1,518
Central	155	361	482	682
Leeward	121	277	361	553
Windward	154	365	558	832
Maui	84	209	298	384
Total	832	1,983	2,754	3,969

*These "totals" include the present receivers located in schools.

SECTION V

MISCELLANEOUS CONCERNS AND OTHER ITEMS

The final section of this SCOPE report is an attempt to categorize responses to the last series of inquiries covered (Question M on the SCOPE interviewer questionnaire). As these were open-ended questions, it is difficult to group replies in an analytical arrangement. However, the following six tables do represent an attempt to tabulate the various responses into logical categories.

The greatest value of this final section of the SCOPE questionnaire lies in the assistance the individual school replies provide the ETV staff in answering particular concerns and problems voiced by each school. Each school reply is being examined separately by the ETV staff in order to respond to these individual school concerns.

The following tables are included just to present an overview of the kinds of concerns expressed by the schools.

TABLE 29

REACTIONS TO COMMUNICATIONS CONCERNS

Category of Response	Honolulu	Central	Leeward	Windward	Maui	Total
No Problems	22	9	9	15	13	68
Too Slow/Too Late	16	10	5	4	4	39
Too Many Memos From DOE in General	6	3	..	3	..	12
Need More Meetings	..	2	..	..	1	3

The final two tables (33 and 34) represent some duplication of response with previous questions and other areas of concern, e.g., programming comments, guide distribution, facilities shortages, etc.

As stated in the Introduction, the material presented in this report is largely just a compilation of the raw data collected in the SCOPE survey. Many more sophisticated comparisons and analyses can be drawn from these figures. However, this material may be used as a fairly reliable picture of the status of the ETV project--although not 100 percent accurate. And this material will serve as a substantial base for evaluation and future planning of the ETV project.

TABLE 30

REACTIONS TO SCHOOL/DISTRICT/STATE RELATIONS

Category of Response	Honolulu	Central	Leeward	Windward	Maui	Total
No Problems	25	14	8	13	14	74
Intra-District Complaints	4	5	1	..	..	10
Problems with Guide Distribution	..	2	2	..	1	5
Lack of Overall Relations	1	2	..	..	..	3

TABLE 31

OVERALL TEACHER REACTIONS TO ETV

Category of Response	Honolulu	Central	Leeward	Windward	Maui	Total
Favorable/Positive	41	22	12	20	20	115
No Interest, No Response	2	2	2	3	..	9
Negative	..	1	2	..	..	3

TABLE 32

OVERALL PARENT/COMMUNITY REACTIONS TO ETV

Category of Response	Honolulu	Central	Leeward	Windward	Maui	Total
Positive/Interested	18	10	6	13	8	55
Neutral/No Indication	15	9	4	8	12	48
PTA Concerned About Lack of Reception Facilities	2	4	2	1	..	9

TABLE 33
REACTIONS TO ETV SCHEDULING PROBLEMS

Category of Response	Honolulu	Central	Leeward	Windward	Maui	Total
More Receivers and Outlets are Needed	19	1	4	7	7	39
Several Problems Noted Conflicts were Serious	10	5	1	7	7	30
More Programming Should be Scheduled in Afternoon	7	2	2	2	. .	13
Problems with Delay in Receiving Guides	4	3	4	. .	. .	11
Managed to Work Out Satisfactory School Schedule	3	2	1	1	1	8
Recess and Lunch Periods Should be Standardized	4	1	2	. .	1	8

TABLE 34
OTHER REACTIONS AND AREAS OF CONCERN

Category of Response	Honolulu	Central	Leeward	Windward	Maui	Total
Programming Comments and Critiques	13	10	5	1	1	30
Need More Reception Facilities	8	1	5	4	1	19
Delays in Guides	3	2	3	3	6	17
In-Service Programming Comments	5	2	3	. .	3	13
Intra-School Problems: Viewing Conditions; Moving Receivers	4	4	. .	1	2	11
Need More Information Generally	2	. .	3	1	1	7
Need More Meetings, Workshops	1	2	1	1	1	6
Need to Develop CCTV	1	. .	1	2	2	6
Repairs and Maintenance Problems	2	. .	1	1	1	5
Transmitter Problems	. .	. .	. .	2	3	5
"ETV is Pushing Too Hard"	. .	. .	. .	. .	1	1

APPENDIX

**SAMPLE OF THE
S-C-O-P-E INTERVIEWER QUESTIONNAIRE**

HAWAII DEPARTMENT OF EDUCATION--ETV PROJECT SCOPE (INTERVIEWER QUESTIONNAIRE)

SCHOOL: _____ PHONE: _____ DATE: _____ DISTRICT: _____

PRINCIPAL: _____ 1966-67 ENROLLMENT: _____

ETV COORDINATOR: _____ TEACHING STAFF: _____

AV COORDINATOR: _____ NUMBER OF ROOMS: _____

A. PRESENT INSTALLATION:

1. Antenna system ☐ Indoor antennas ☐

2. Quantity and source of equipment:	DOE	Title I	Other	Total
Outside antennas				
Dist. amplifiers				
Rooms wired				
Rabbit ears				
Receivers				
Stands				
Portable VTRs				
Other ()				

B. RECEPTION:	Excellent	Very Good	Good	Fair	Poor
1. Channel 11					
2. Channel 10					

C. EQUIPMENT NEEDS:	Needed This Year 1966-67	Realistic 1967-68 (avg of 7)	Ideally in 1967-68	Ideally in 1968-69	Ultimately (5 years)
1. Receivers (& stands)					
2. Rooms wired					
3. Rabbit ears					
4. Other ()					

1. Indicate number of classes on M-W and on T-Th schedules.
2. Indicate grade levels in parentheses.

<u>SCHEDULE</u>		
Mon-Wed.	Tue-Thur.	
		<u>Talking Time</u>
		<u>All About You</u>
		<u>Singing, Listening, Doing</u>
		<u>Wonderful World of Science</u>
		<u>Ka Lima Hana</u>
		<u>Parlons Francais</u>
		<u>Strings and Things</u>
		<u>Hawaii: Today and Yesterday</u>
		<u>Americans All</u>
		<u>Hana No'eau</u>
(M)	(W)	<u>Space Age Science</u>
		<u>Franklin to Frost</u>

1. Total classes x series (i.e., total responses to D) _____
2. Number of classes in each viewing situation:

- _____ Regular classroom
- _____ Doubled into classroom
- _____ Expanded large-group classroom
- _____ Other viewing classroom (single class)
- _____ Cafetorium (single class)
- _____ Cafetorium (multiple classes)
- _____ AV room (single class)
- _____ AV room (multiple classes)
- _____ Other ()

Comments:

F. INITIAL EVALUATION:

	Excellent	Very Good	Good	Fair	Poor
Talking Time					
All About You					
Singing, Listening, Doing					
Wonderful World of Science					
Ka Lima Hana					
Parlons Francais					
Strings and Things					
Hawaii: Today and Yesterday					
Americans All					
Hana No'eau					
Space Age Science					
Franklin to Frost					

Comments:

G. GUIDES:

	Guides on Hand	Additional Needed This Year	Total Needed 1967-68
Talking Time			
All About You			
Singing, Listening, Doing			
Wonderful World of Science			
Ka Lima Hana			
Parlons Francais			
Strings and Things			
Hawaii: Today and Yesterday			
Americans All			
Hana No'eau			
Space Age Science			
Franklin to Frost			

H. IN-SCHOOL PROGRAMMING NEEDS:

Subject areas (and grade levels) of needs for in-school programming (by priority):

I. IN-SERVICE PROGRAMMING:

	Number of Viewers		Number for Credit	INITIAL REACTIONS		
	School	Home		Very Valuable	Some Value	Little Value
Introduction to Modern Math						
English: Fact and Fancy						
Parlons Francais for Teachers						
Earth Science						
Guidelines for Modern Teachers						
Teaching with Television						
Music in the Elem. School						
Spotlight on Education						

1. Have you used "Guidelines" during faculty meeting(s)? Yes ☐ No ☐

2. Do you plan to use "Guidelines" in the future? Yes ☐ Maybe ☐ No ☐

Comments:

J. IN-SERVICE PROGRAMMING NEEDS:

Areas of needs for in-service programming (list by priority):

K. TEACHER PREPARATION

1. How many teachers are using television? _____
2. How many of these have used television previously? _____
3. How many of those using ITV have had media utilization training? _____

- _____ U-H ETV course (e.g., 634)
- _____ Other (Mainland) college ETV course
- _____ U-H AV course (e.g., 514)
- _____ Other (Mainland) college AV course
- _____ Conventional (non-broadcast) D-E in-service ETV workshop
- _____ "Teaching with Television" series over ETV
- _____ Other ETV credit workshops ()

L. SCHOOL COORDINATION:

1. How were teachers involved in early ETV planning? How were classroom ETV teachers selected?
 2. Time spent on ETV concerns by ETV Coordinator:
(a) Currently _____ (b) Ideally _____
 3. Status of ETV Coordinator:
(a) Released time? _____ (b) Other duties: _____
 4. Would your school be able to justify a full-time ETV-AV Coordinator (Educational Media Coordinator)?
-

M. MISCELLANEOUS AREAS OF CONCERN:

1. Channels of communication
2. School/District/State ETV relations
3. Overall teacher reaction to ETV
4. Parent/community reactions
5. Scheduling problems
6. Other